

Introduction to Title II, Part A

ESEA, Supporting Effective Instruction

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WI Federal Funding Conference
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Goals

- 1) increase student achievement consistent with challenging State academic standards;
- 2) improve the quality and effectiveness of teachers, principals, and other **school leaders**;
- 3) increase the number of teachers, principals, and other **school leaders** who are effective in improving student academic achievement in schools an
- 4) provide low-income and minority students greater access to effective teachers, principals, and other **school leaders**.

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Participants

Teachers

- Expand or add additional certifications
- Strengthen teacher growth
- Recruitment and retention

Principals and Other School Leaders

- Support principals and other school educators to become effective instructional leaders.

Instructional Paraprofessionals working in Title I schools

- Support paraprofessionals to become licensed teachers.

<https://dpi.wi.gov/title-ii/paraprofessionals-hiring-requirements>

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Other School Leaders

1- Individual who is an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school, and

2- Responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.

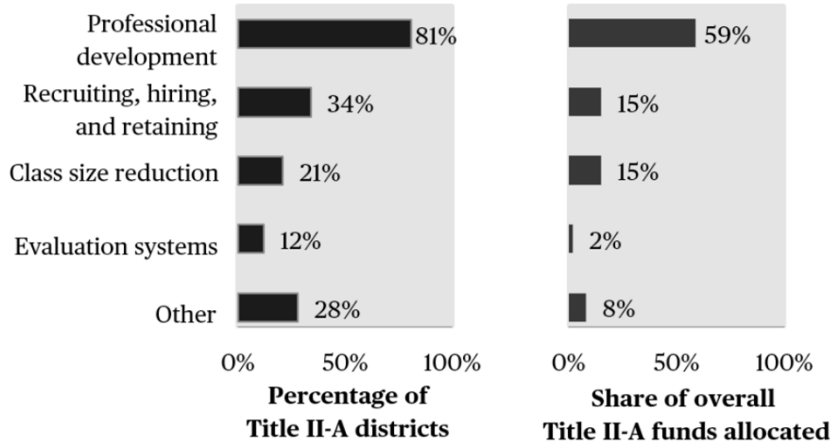
2- These are not included under Other School Leaders: superintendents/presidents, counselors, director of curriculum, assessment coordinator, school board, social worker, psychologist, ...



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Spending

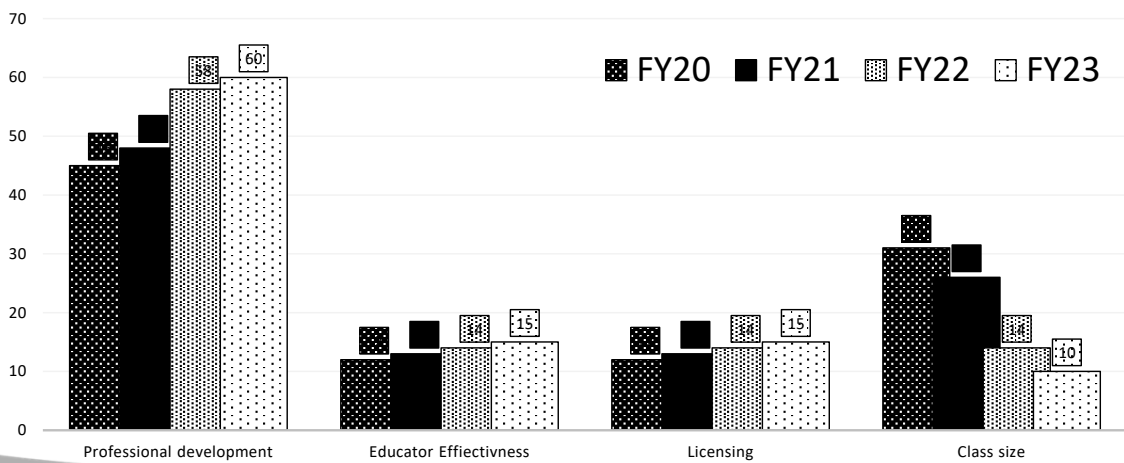
How Districts Spent Their Title II-A Funds



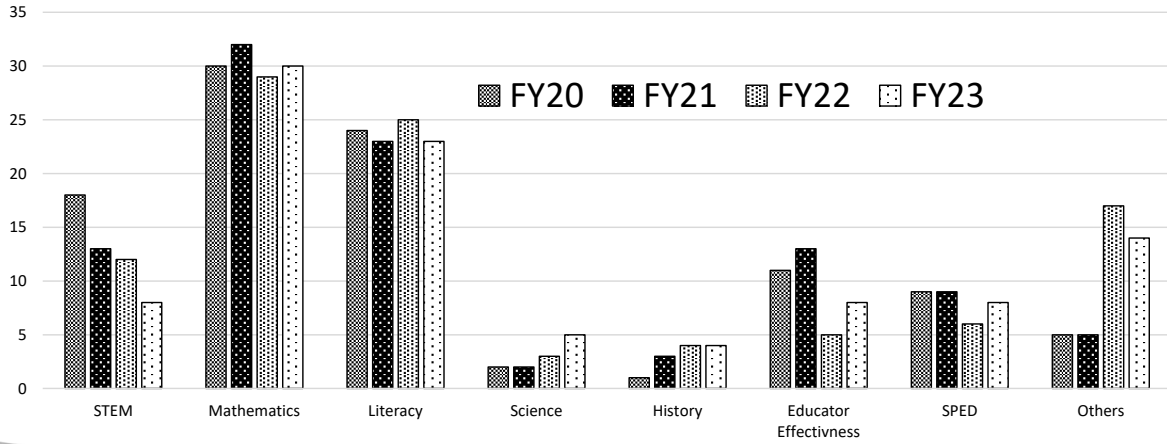
Source: 2019-20 District Survey.



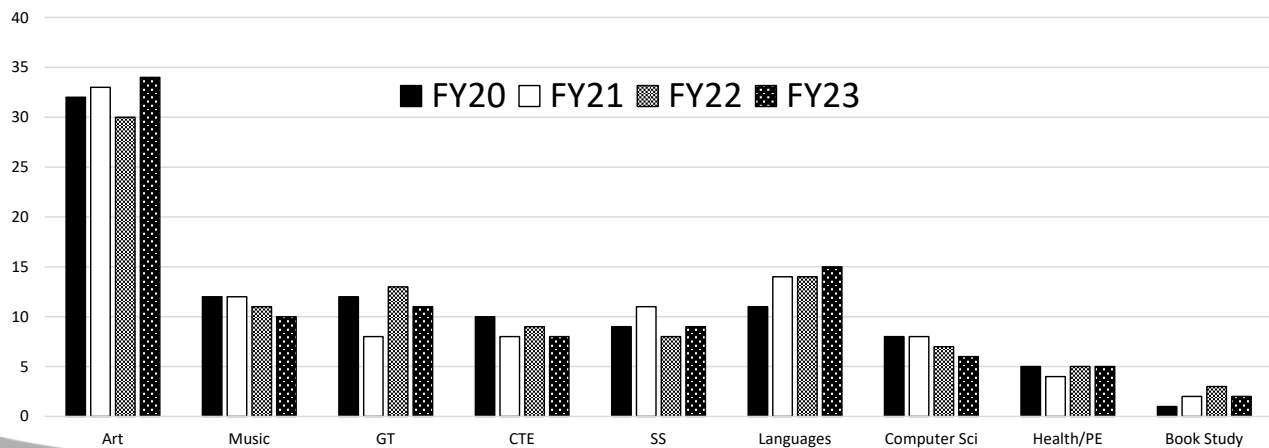
Use of Funds



Professional Development



Others



Allowed Activities

All activities must be based on Local Needs and meets the evidence of success

- Recruiting, hiring, and retaining effective teachers
- Training principals/assistant principals and other school leaders
- providing high-quality, personalized professional development
- activities to improve the ability of teachers to address the needs of all learners
- activities for teachers and leaders in early childhood
- learning to build assessment literacy
- mental/behavioral health topics training
- Providing professional learning in STEM
- feedback mechanisms to improve school working conditions
- integrate academic content, career and technical education, and work-based learning to prepare students for college and career
- Training Title I instructional paraprofessionals

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Material Purchases

- **Allowed:** the purchase of materials and supplies necessary for the professional development activities. This should not include classroom kits and materials.
- **Not allowed:** the purchase materials and supplies that are not directly connected to the teachers' professional development. This includes graphic calculators, instructional and application software, iPads, computers, tablets, and all digital devices not used for data measurement.

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Not allowed Costs

- ❖ *Material including books*
- ❖ *Substitute teachers*
- ❖ *Conferences*
- ❖ Food purchases
- ❖ *Curriculum development*
- ❖ School Law or Legal Workshops
- ❖ Financial Workshops
- ❖ School Business Workshops
- ❖ Salaries of principals and district staff
- ❖ director of curriculum/director of learning if she/he does not provide professional development, library media specialist, dean of students
- ❖ CPR Training
- ❖ Nurses Workshops
- ❖ Drivers Ed Training
- ❖ Bus Driver Training
- ❖ Motivational Speakers
- ❖ Properties
- ❖ Legislation Conferences
- ❖ One day workshops
- ❖ Networking meetings
- ❖ Meetings
- ❖ Student Information Systems

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Private School Activities

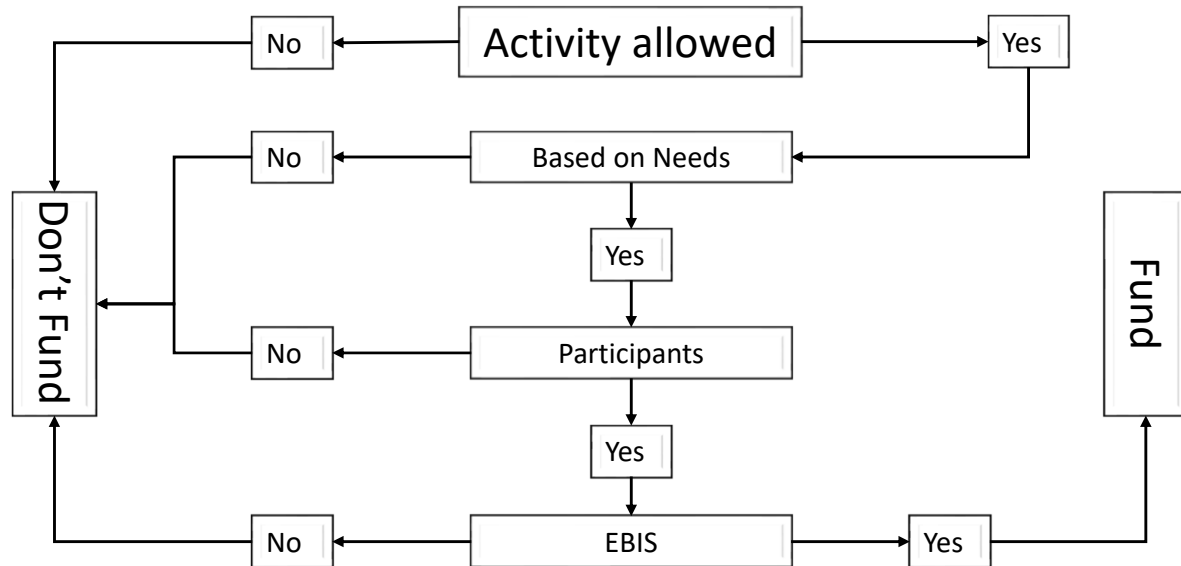
Professional development including graduate courses and license advancement to all school educators based on the student needs.

Total number of students ages 5-17 attending the private school within the boundaries of the LEA

- ❖ Stipends for participants similar to the public school .
- ❖ Reasonable professional development expenses for all private school educators.
- ❖ Reasonable professional development supplies.
- ❖ Membership to professional organizations (LEA or school only).

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Best Practice



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Check

- 1- Enrollment in SPED graduate course offered by UW-Madison by the superintendent.
- 2- Private school developing new EL program in a preparation to start enrolling EL students and sends the principal to a workshop focusing on EL student engagement.
- 3- Participation of science teachers in a CRP training
- 4- Elementary teachers participating in Eureka math

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Approval Delays

TBD, unknown, PD, professional development, CESA contract, conference, training, undetermined, supplies, material, travel, substitutes, various, multiple, food, meals, snacks, books, names, curriculum, private school stuff, curriculum work, or blank. (Private school entries 37%)

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Business Entries

Contract Sample

1- Provider Legal Name and contact information

2- Deliverables:

- must address the needs
- Aligned with standards
- Meets the evidence of success tiered system

3- Timelines

4- Participants

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Invoices

All invoices including those for private school services must be submitted directly to the LEA:

1. Services performed
2. Timelines and dates of services
3. Number of staff (when appropriate) served
5. How the contract services were evaluated.

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Guidance

- “Evidence-based” is defined in *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*,
- EBIS: ESSER III resources, Tier 4 minimum logic model

Effect Size	Low/noise	Moderate	Significant
Eta square: η^2	0.01 – 0.06	0.06	0.14 and higher
<i>d</i> Cohen’s	up to 0.2	.21	.6 and higher



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Supplanting

Supplanting is presumed if any of the following is true, according to federal fiscal guidance (2 CFR Part 200, Appendix XI):

- A district/private school uses federal funds to provide services that are required under other federal, state, or local laws.
- A district/private school uses federal funds to provide services that the district provided with non-federal funds in the prior year.
- A district/private school uses federal funds to provide services that the district would otherwise provide without federal funds.

Note: These presumptions may be overcome if the district can demonstrate that it would not have provided the services absent the availability of these federal funds. For example, new STEAM professional development had been provided with state *grant* funds for middle school teachers, and the grant funds were not available for the coming year. Title IIA funds could be used for this PD, assuming no other presumption was violated, and the district would not otherwise have been able to provide the PD.

LEA Use of Funds

Purpose of this study: To examine how states and districts use Title II-A funds for professional development, recruiting and retaining effective teachers, class-size reduction, and other purposes, as well as the extent to which they are using the new flexibility under ESSA.

- USDE (United States Department of Education) : Letter and email to DPI, March every year
- Westat: Email to LEAs March/April every year with unique a “Username and Password.”
- IES (Institute of Education Science): Data analysis
- NCEE (National Center for Education Evaluation): Reporting

Statistical tests were used to compare differences in proportions by district characteristics. To compare the differences between proportions among two groups (traditional public-school districts and charter school districts), *t*-tests were used. To compare differences across three or more categories (by district size and urbanicity categories), chi-squared tests were used.

Stay Connected

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